**University of West Alabama**

**COE**

**5E Lesson Plan**

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| **Teacher:** Raven King  **Date:** April 16, 2018  **Subject area/course/grade level:** Languages Arts /10th Grade World Literature and Composition  **Materials:** Paper, Pen, “Breathing Under Water” novel, laptops  **Standards:**  **12.** Examine and explain an author’s use of structure in the development of a central idea(s).  **30.** Initiate and participate effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  **34.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest  **41.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression  **ISTE Standards:**  6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.  6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.  **6d.** Students publish or present content that customizes the message and medium for their intended audiences.  **Objectives:**  • I can outline a text and examine the order, development, and connections between the author’s central idea(s).  • I can identify the critical elements in a text for analysis.  • I can identify an author’s purpose for the inclusion of details, events, type of argument, ideas, e.g. in the development of the central idea(s) of a text.  • I can identify the topic, text, or task.  • I can ask questions about the topic, text, or task to help contribute to a discussion.  • I can select the most effective form/ s of digital media to present information.  • I can select the most effective form/s of digital media to make my presentation understandable and engaging for my audience.  • I can determine when I need to learn a new word to understand a particular topic, concept, skill, or subject better.  • I can adhere to my assigned role in a group discussion.  **Differentiation Strategies:**  -Literature Circles  -Think, Pair, Share  -Writing Conferences |

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| **ENGAGEMENT:**  At the beginning of class, a word of the day will be on the board for students to copy down. The students will complete a poll everyone question in regards to what is abuse defined as. We will then discuss the results with the class. Afterwards, the students will be put into literature circles.  Assessment: Poll Everywhere |
| **EXPLORATION:**  The students will read selected chapters of Breathing Under Water. As the students read they will be encouraged to annotate the story for specific themes and also follow the characters’ actions throughout the novel. The students will also be encouraged to collaborate with each other.  Assessment: Student annotation notes |
| **EXPLANATION:**  The students will “take the place” of the character. The students will discuss why they believe each specific character behaves the way that they do, and also how they would change the character’s actions if they could. The students will need to document this information.  Assessment: Student conversation/notes (the teacher will walk around), Writing Conferences |
| **ELABORATION:**  The students will be required to complete a visual character representation of the characters in the novel. The students will discuss the character and how the character has changed through the novel and how does this shift change the character physically, mentally, or emotionally. The students will then have to display a digital representation of the character’s shift of attitude throughout the novel digitally (by using iMovie, padlet, flipgrid, etc.). The students will be required to input all information on paper, as well as visually.  Assessment: Characterization visual |
| **EVALUATION:**  Each group will present their digital character presentation to the class. The students are required to present their findings digitally, as well as include word of the days from class in their presentation. The will also be required to complete peer evaluation forms. |

References:

Bybee, R.W. et al. (1989). *Science and technology education for the elementary years: Frameworks for curriculum and instruction.* Washington, D.C.: The National Center for Improving Instruction.

Bybee, R. W. (1997). *Achieving Scientific Literacy: From Purposes to Practices.* Oxford: Heinemann.

National Research Council. (1999). *Inquiry and the national science education standards: A guide for teaching and learning.* Washington, D.C.: National Academy Press.

Polman, J.L. (2000). *Designing project-based silence: Connecting learners through guided inquiry.* New York: Teachers College Press.